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then the boat took fire. Immediately upon the alarm being given the boat was landed, and she was abandoned. Nothing could be saved for fear of the explosion which soon followed—of twenty-five kegs of powder in the magazine," p. 325. The spot became known as Disaster Point. In many ways whiskey was in evidence as twice cursed—cursing those who gave as well as those who took. It was when sailors had succeeded in safely stealing and in drinking whiskey that the sequels were most disastrous. Fatal fights followed with one another and with natives they encountered. Internecine feuds were generated, ended only by murder. Vessels were snagged and sunk by drunken crews, and fur-trading became more and more a lottery with an ever-increasing percentage of blanks. Few drew more blanks than Larpenteur, and there was no greater cheat. His forte lay in trading whiskey for furs. His success in this overreaching was phenomenal. Hence after he had become an outcast from many other positions, he never ceased to be in demand as a fur and whiskey intermediary. Within that circle none might walk but he. At the same point where he began to sell ardent spirits for his company in 1833, there, when cast out of all service, he still sold them successfully till stopped by a special act of Congress in 1871, which banished him from the reservation. Larpenteur, if we believe his journal, was affected by his environment as a Spartan wished his sons to be by the helots whom he forced into intoxication, for he declares himself always sober, p. 161. How then could he love daily contact with a thing he loathed! His whole career shows him to have been a bundle of paradoxes.

JAMES D. BUTLER.

Horace Mann and the Common School Revival in the United States.

By B. A. HINSDALE, Ph.D., LL.D., Professor of Pedagogy in the University of Michigan. (New York: Charles Scribner's Sons. 1898. Pp. vii, 326.)

MR. HINSDALE has paid his readers the compliment of allowing them to interpret Horace Mann for themselves, by using Mr. Mann's own language to convey the 'motive power' of his ideas. The purpose declared in the preface to the book is well carried out, namely: "To set before the reader Horace Mann as an educator in his historical position and relation." It is this historical position which Mr. Hinsdale has most clearly and forcibly stated. The outline of Mr. Mann's character is drawn with a clearness and dignity which makes the book in many ways a model for students. The steps of advance which Mann made in the educational progress of the country are presented with equal order and force. Mr. Mann was a Puritan, bound in his youth with the rigidity of denominationalism. Throughout his life he strove to translate both himself and his whole environment into that more fluent and democratic society for which he gave his life. His two leading mental qualities are his genius in discovering and stating exactly the weak points in the schools as he found them; and second, his quickness and daring in

indicating practical lines for immediate improvement. Mr. Mann's own words are the best statement of the mental muddle existing under the old formalities. "With the infinite universe all around us ready to be daguerreotyped upon our souls, we were never placed at the right focus to receive its glorious images. With all our senses and our faculties growing and receptive, how little were we taught; or rather, how much obstruction was placed between us and nature's teaching."

Mr. Mann's continual plea was for better teachers. "The two great needs of the American teacher are emancipation from the text-book and more oral instruction." By oral instruction the individuality of the child is reached. In everything he looked for the free and independent development of the individual, always recognizing the social quality which lies in the nature of this development. He fought for emancipation from the bondage of denominationalism and the release of the child from direct religious instruction in the school; from the limitations which the mere conning of text-books always imposes upon ideas; and for the breaking down of all the barriers which perpetuated the isolation of the child and the school.

To this end he brought about by means of legislation the substitution of union schools for district schools; and this is the real foundation of the common-school system in its present form. In the same manner he brought about the formation of the normal schools; and against great opposition and almost persecution he convinced the tax-payers of Massachusetts that public education must be regarded as a good investment for the public funds. His struggle for the enlargement of the courses of study was equally earnest and productive of results. He reduced the large number of text-books in the schools; he declared that manual training must become a part of the curriculum, "not so much for the sake of fitting for trades as for the mental discipline to be derived from it." His continual insistence was for giving a more practical direction to all the studies upon which children spend their time. He also declared for the equal chance of men and women in all educational work; his influence is felt through all the new Western institutions where they were just beginning in 1850 to try this new phase of democracy. It is interesting also to note Mr. Mann's attention (based upon his insistence on the needs of the body) to the new science of phrenology, which was the forerunner of the new psychology.

In general the great advance which Horace Mann brought about in the consciousness of the public lay in his stating that the relation of man to God which had kept the souls of the Puritans on the rack must be worked out through the practical relations of men to each other, and that in and through education these relations must be brought to consciousness. He felt the ethical and human force of democracy in relation to education.

Professor Hinsdale has given us an admirable statement of the external historical features of the common-school movement—the attempt to realize this ideal of Horace Mann's. He has shown both the historical

conditions out of which Mann's work arose, the contemporary changes which accompanied it, and, in the final chapter, some statement of the more important steps that have been taken since Mann's death. The tremendous growth in the extent and complexity of the machinery of the public school system; the increase in public taxation for the maintenance of the schools; the pouring out of private fortunes for educational endowment; the growth of the normal-school idea; the modifications in the course of study as well as in methods of instruction along lines clearly indicated by Mann—these points are well sketched. What we miss, however, is an evaluation, upon Professor Hinsdale's part, of the intrinsic significance of the underlying point of view, and the attempt to measure the import of external changes by reference to their intrinsic ideal. This, however, perhaps lay outside the scope of Mr. Hinsdale's book; and our failure to receive it should not make us less grateful for what he has so successfully accomplished. He has given the ethical intensity of Mann's own personality even if his appreciation of the ethic of the movement Mann represented is somewhat reserved.

JOHN DEWEY.

Life and Public Services of Edwin M. Stanton. By GEORGE C. GORHAM. (Boston and New York: Houghton, Mifflin and Co. Two vols., pp. xv, 456; xiv, 502.)

UNTIL recently Stanton was the only one of the great members of Lincoln's cabinet whose career had never been fully described. The two principal reasons for this were, that he neither sought nor obtained wide popularity, and that his public life was almost entirely confined to the War Department. For about ten weeks he was Buchanan's Attorney-General; and it was not until the shadow of death was upon him that he became a Justice of the Supreme Court. To write an important and interesting biography of such a man required a great amount of study and investigation, much enthusiasm, and considerable skill in the use of facts. Mr. Gorham possesses all these qualities, and has produced a work of extraordinary value; it is a zealous and successful defence and eulogy of our greatest Secretary of War.

Now for the first time we know the particulars of Stanton's life before 1860. The boy who was left so poor by his father's death that at the age of thirteen he had to become a clerk, did not receive a very encouraging start in life. Fortunately the petty clerkship was in a bookstore. From there he went to Kenyon College, where he continued his studies for more than two years, before lack of further means compelled him to return to earning a salary. For a time he expected to be able to complete his college education; but when he found this impossible he began to read law, and at the age of twenty two he was admitted to the bar. From near the beginning of his professional career Stanton displayed the elements of greatness. He worked eagerly and unremittingly, says his biographer, "not as an irksome necessity, but with a stimulating resolve